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ABSTRACT

A summary is presented of the survey of "State Education Agencies on Limited-English-Speaking Persons from Non-English-Dominant Backgrounds." The survey was designed to determine: (1) the extent of data currently available at the state level on the numbers of persons in the potential target group in each state, (2) the numbers who were served with special state and/or local programs in 1974-75, and (3) the personnel working with programs at the local and state levels. It was a preliminary effort to learn something about the extent of state and local effort to meet the needs of this group. It was also an attempt to obtain information about the extent of available data on special programs under Title I of the Elementary and Secondary Education Act and participation in them by limited-English-speaking persons. Information is presented on the legislative authority for bilingual education programs and certification of teachers for programs for persons from non-English-dominant backgrounds. Statistical data and a sample survey questionnaire are included. (SW)

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STATE EDUCATION AGENCIES AND LANGUAGE-MINORITY STUDENTS

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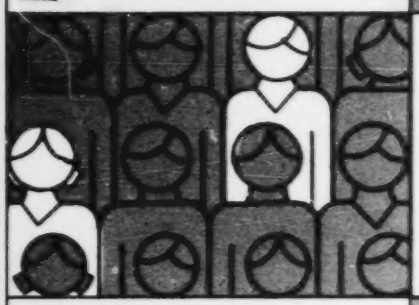

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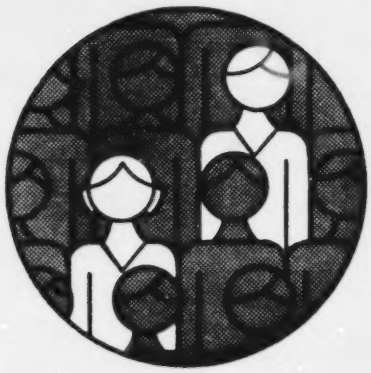

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FOREWORD

The Survey of State Education Agencies on Limited-English-Speaking Persons from Non-English-Dominant Backgrounds was one of the first of several studies by the National Center for Education Statistics (NCES) in connection with the reports on bilingual education and its target group mandated in section 731(c) of the Bilingual Education Act as amended by P.L. 93-380. Limited to the collection and collation of existing data, the study sought to learn what the States were already doing in this area in order to plan the Federal data collection effort more efficiently and to avoid redundancy, where possible.

The survey was conducted by Dorothy Waggoner of the Bilingual Studies Group, NCES. Richard Barr of the Division of Survey Planning and Analysis, NCES, helped develop the questionnaire. Initial support came from Jerry T. Barton, Chairman, and the members of the Subcommittee on Data Acquisition of the Chief State School Officers' Committee on Evaluation and Information Systems. In addition, Mr. Barton, as Director of Research, and Arturo Gutiérrez, then Director of Bilingual Education, of the Texas Education Agency, and Caroline T. Chávez, Director of Statistics, and Henry W. Pascual, Director of Bilingual Education of the New Mexico Department of Education, provided special assistance in working with the Texas and New Mexico statistics during visits to those States. Special thanks are also due to the many persons in the other State agencies and territorial offices who responded to the survey and to followup telephone inquires for clarification.

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INTRODUCTION

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1965, as amended by P.L. 93-380 in 1974, calls for

> a national assessment of the educational needs of children and other persons with limited English-speaking ability and of the extent to which such needs are being met from Federal, State and local efforts (Sec. 731(c)(1) . . .

As the agency charged specifically with gathering and disseminating data relating to education in the United States, NCES was assigned responsibility for counting the numbers of limited English-speaking persons in the United States (sec. 501(b)(4), P.L. 93-380), and, in addition, undertook to gather additional data required by sec. 731(c) of the Bilingual Education Act for the two reports on the Condition of Bilingual Education in the Nation to be prepared by the Commissioner of Education.

Data for the response to the NCES mandate will come from the Survey of Income and Education (SIE), conducted by the Bureau of the Census in spring 1976. The SIE was a household survey providing national and State estimates of the number of persons who meet the legislative definition of limited-English-speaking persons from non-English-dominant backgrounds. The State Education Agency survey contributed to the planning of the SIE and other efforts to meet the information requirements of section 731(c).

The Scope of the Survey

The Survey of State Education Agencies on Limited-English-Speaking Persons from Non-English-dominant Backgrounds was an attempt to learn the extent of data currently available at the State level on the numbers of persons in the potential target group in each State, the numbers who were served with special State and/or local programs in 1974-75, and the personnel working with programs at the local and State levels. It was a preliminary effort to learn something about the extent of State and local effort to meet the needs of this group. In addition, since programs funded by Title I of the Elementary and Secondary Education Act are administered by the States, it was an attempt to obtain information about the extent of available data on special programs under that legislation and participation in them by limited-English-speaking persons from language backgrounds other than English in 1974-75.

Methodology

Questionnaires[1] were sent in September 1975 to all 50 State agencies, and to the central offices of the District of Columbia public schools and those of American Samoa, the Canal Zone, Guam, Puerto Rico, the Trust Territory of the Pacific Islands and the Virgin Islands. Responses were received from 48 of the 50 States, the District of Columbia, and all the territories except American Samoa and Puerto Rico. Visits were made to two State agencies—those of New Mexico and Texas—to inspect the data collection systems and confer personally with officials.

Related Publications

The report is a summary of the information which was obtained from the SEA survey. In addition, as a contribution to the development of bilingual education programs for children from language backgrounds other than English, NCES is issuing a separate publication on the certification requirements of the eleven States that reported in the survey that they had special certification or other requirments for teachers preparing to teach in bilingual education programs.

Other NCES publications relating to the mandate to count the number of limited-English-speaking persons from language backgrounds other than English in the United States and the other data requirements of section 731(c) of the Bilingual Education Act will summarize results of the various NCES surveys (Survey of Languages Supplement to the July 1975 Current Population Survey, Income and Education, Survey of Institutions of Higher Education, Survey of Teacher's Language Skills, and the Children's English and Services Study).

[1] See appendix I.

PRINCIPAL FINDINGS

State Legislative Authority for Bilingual Education

As of June 1976, 23 States had bilingual education legislation or other special authorization which enabled their school districts to employ languages other than English to teach children from non-English-language backgrounds. Of the four responding territories, one had specific legislative provision for bilingual education programs. (See table 1.)

Information on Numbers of Limited-English-Speaking Persons From Non-English-Dominant Backgrounds

Only half of the 48 responding States, the District of Columbia, and 3 of the 4 responding territories reported data on the size of the potential target group for bilingual education or other programs to meet the needs of limited-English-speaking persons. Ten States with data to report were using censuses of school districts which had been taken to count students meeting some linguistic criterion such as non-English-dominant or limited-English-speaking. Seven of these 10 States had regular data-collection systems in place for the 1974-75 school year, and they were States that, in the aggregate, accounted for a high proportion of the school-age children in the Nation in need of special programs related to their language backgrounds. (See table 2.)

Comparability of Information Provided by the States

Because each State collected data reflecting its own legislative requirements and definitions of need and program goals, and because there was no standardized means to identify persons who met a particular definition of need, data from the various States cannot be meaningfully aggregated. Furthermore, State data were largely limited to public elementary and secondary school enrollment. Thus, the data did not represent the total potential population for special programs even within a given State. Definitions of the target groups for the programs authorized by the State legislation are contained in appendix II.

The Extent of State and Local Effort to Meet the Needs of Limited-English-Speaking Persons in the 1974-75 School Year

Nineteen of the responding States reported that they provided State funds to help meet the needs of limited-English-speaking persons in 1974-75. The 16 States that reported amounts of money expended a total of nearly $35,000,000. Of this amount, nearly $24,500,000 went specifically to school districts to enable them to implement programs directly serving students and $2,200,000 was used to train teachers and other personnel to work in programs to meet the needs of this group. The nine States that had information about the amount of local effort invested in programs in 1974-75 reported that approximately $57,000,000 was spent by local school districts. (See table 3.)

Information on Participation in State-Funded and Locally-Funded Classroom Programs to Meet the Needs of Limited-English-Speaking Persons in 1974-75

As with the data on the numbers in need of programs, data on participation available in the State agencies reflected the varying definitions of the target groups, eligibility for participation, kinds of programs and goals specified in the particular State legislation, and different management needs for program information. All but two of the States reporting the use of State funds for programs in 1974-75 reported information on the number of participants at least in the State-funded programs. However, two States reported only total participation regardless of fund source and one State reported participation in State-funded and locally funded programs combined. The State education agencies generally had little information on participation in locally funded programs. Only five States reported such data separately.

The 10 states with separate participation data for the State-funded programs reported that 217,000 persons took part in special programs funded by the States to meet their needs in 1974-75. These States

provided bilingual education (through more than 25 different languages), English-as-a-second-language, (ESL) and other special programs.[2] (See tables 4a, 4b, 4c, and 4d.)

Information on Programs to Meet the Needs of Limited-English-Speaking Persons Funded by Title I, ESEA, in 1974-75

Twenty-three of the States responding to the survey and the District of Columbia provided information about funds from title I of the Elementary and Secondary Education Act which supported programs for limited-English-speaking persons in 1974-75. These jurisdictions reported a total of nearly $51,000,000 for this purpose. The largest amount, nearly $39,000,000, was reported by the 12 States and the District which had records of title I regular program funds for programs for limited-English-speaking persons. However, 8 of these States and an additional 12 States reported that a total of $12,000,000 from the migrant program was used for this purpose. (See table 3.)

Twenty-seven States reported participation data for title I, ESEA, programs to meet the needs of limited-English-speaking persons. Eighteen of the 27 reported that English-as-a-second language programs were provided. Twelve reported that title I funds provided bilingual eduatic n programs. (See table 5.)

[2] For the distinction between bilingual education programs and ESL programs, see the definitions in the survey instrument, appendix I. In the following discussion this distinction will be maintained. However, it should be noted that limited-English-speaking students in bilingual education programs receive instruction designed to improve their English language skills, typically involving ESL techniques, as an essential part of their programs.

PART A

LEGISLATIVE AUTHORITY AND CERTIFICATION OF TEACHERS FOR PROGRAMS FOR LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH-DOMINANT BACKGROUNDS

CHAPTER I. Legislative Authority for Programs for Limited-English-Speaking Persons From Non-English-Dominant Backgrounds, June 1976

Mandatory Bilingual Education Legislation

Nine States—Alaska, Colorado, Illinois, Massachusetts, Michigan, New Jersey, Rhode Island, Texas, and Wisconsin—and the Virgin Islands reported legislation passed as of June 1976 *requiring* that, under certain circumstances, programs using English and the home language of limited-English-speaking children as media of instruction be provided for the limited-English-speaking children enrolled in their schools. In Massachusetts, Michigan, New Jersey, and Rhode Island, programs must be provided if there are 20 or more limited-English-speaking children from the same language background in a school district. In Texas, bilingual education programs must be provided if there are 20 or more children from the same language background enrolled in a given grade level in a school district. In Alaska, Colorado, Illinois, Wisconsin, and the Virgin Islands, the basic unit for counting is a single school. In Alaska, programs must be provided if there are eight or more limited-English-speaking children with non-English primary languages in a single school. Illinois law requires bilingual education programs if there are 20 or more limited-English-speaking children from the same language background in a school. In Wisconsin, the provision comes into effect if there are 10 or more limited-English-speaking children from the same background in grades kindergarten through 3, 20 or more in grades 4 through 8, or 20 or more in grades 9 through 12 in a single school. Virgin Islands law requires programs for 10 or more limited-English-speaking children in a school. The provision of the Colorado law states that a school district must prepare a plan to implement a bilingual education program if there are 50 or more children with linguistically different skills, or if such children constitute 10 percent or more of the enrollment, in grades kindergarten through 3 in a single school.

In June 1976, California had legislation, which was otherwise permissive, requiring special assistance for all non-English-speaking children. In Pennsylvania, school districts enrolling any non-English-dominant children have to provide either bilingual education programs or English-as-a-second-language programs according to regulations issued by the Pennsylvania Department of Education.

Permissive Bilingual Education Legislation

In addition to the above-named States with mandatory bilingual education legislation, eight other States reported legislation authorizing bilingual education programs and five States reported other legislation specifically authorizing programs for limited-English-speaking persons as of June 1976. These States are Arizona, California, Connecticut, Florida, Indiana, Kansas, Louisiana, Maine, New Mexico, New York, Oregon, Utah, and Washington. In addition, Guam reported a law authorizing the development of "a bilingual-bicultural education program emphasizing the language and culture of the Chamorro people."

Other Authorizing Legislation

Most States—31 of the 48 responding to the survey—stated that programs were provided or could be provided for limited-English-speaking persons under their general state education legislation. It should be noted that this group includes at least two States—North Dakota and West Virginia—in which State law specifically prohibited the use of a language other than English in instruction in 1975;[3] thus English-as-a-second-language programs but not bilingual education programs could be provided.

Of the two States and two territories reporting that programs were provided or could be provided under other authority than specific or general State legislation, Pennsylvania and Guam have already been mentioned. A summary of responses to the question on legislative authority for programs is contained in table 1.

[3] For the status of State legislation on the use of languages other than English as media of instruction in the schools as of April 1975, see Hannah N. Geffert, Robert J. Harper, II, Salvador Sarmiento, and Daniel M. Schember, *The Current Status of U.S. Bilingual Education Legislation*, Papers in Applied Linguistics, Bilingual Education: Series 4, Center for Applied Linguistics, Arlington, Virginia, May 1975.

TABLE 1.–Legislative authority for programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds, June 1976

State	State bilingual education legislation	Other special authority	General State education legislation	Other authority	No response
Totals	18	6	31	4	6
1. Alabama			X		
2. Alaska	X		X		
3. Arizona	X				
4. Arkansas					X
5. California	X				
6. Colorado	X				
7. Connecticut	X				
8. Delaware			X		
9. District of Columbia					X
10. Florida		X			
11. Georgia			X		
12. Hawaii			X		
13. Idaho			X		
14. Illinois	X				
15. Indiana	X				
16. Iowa			X		
17. Kansas		X	X		
18. Kentucky			X		
19. Louisiana		X	X		
20. Maine	X				
21. Maryland			X		
22. Massachusetts	X	X	X		
23. Michigan	X				
24. Minnesota			X		
25. Mississippi			X		
26. Missouri			X		
27. Montana					X
28. Nebraska					X
29. Nevada			X		
30. New Jersey	X		X		
31. New Mexico	X				
32. New York	X		X		
33. North Carolina			X	X	
34. North Dakota			X		
35. Oklahoma			X		
36. Oregon	X		X		
37. Pennsylvania				X	
38. Rhode Island	X		X		
39. South Carolina			X		
40. South Dakota					X
41. Tennessee					X
42. Texas	X		X		
43. Utah		X	X		
44. Vermont			X		
45. Virginia			X		
46. Washington		X			
47. West Virginia			X		
48. Wisconsin	X				
49. Wyoming			X		
50. Canal Zone				X	
51. Guam				X	
52. Trust Territory			X		
53. Virgin Islands	X				

NOTE: No response to the survey was received from New Hampshire, Ohio, American Samoa, and Puerto Rico.

CHAPTER II. State Certification Requirements for Teachers for Bilingual Education and Other Special Programs to Meet the Needs of Limited-English-Speaking Persons From Non-English-Dominant Backgrounds, June 1976

Certification for Bilingual Education Programs

In response to the question "Do you have requirements for State certification or other criteria for personnel working in bilingual education or other programs designed to meet the needs of limited-English-speaking persons?", 11 States reported that they had, as of June 1976, bilingual education certification or other special requirements for teachers for bilingual education programs. These States were: Arizona, California, Delaware, Illinois, Indiana, Massachusetts, Michigan, New Jersey, New Mexico, Rhode Island, and Texas. In seven of the States—Arizona, California, Delaware, Illinois, Massachusetts, New Mexico, and Texas—there was a separate certification. In addition to separate certification, California had a basic teaching credential with a bilingual-cross-cultural emphasis (similar to an endorsement) and Texas had a provision for limited endorsement of regular teaching certification for teachers already in bilingual education programs. In the remaining four States—Indiana, Michigan, New Jersey, and Rhode Island—the requirements constituted a bilingual endorsement or specialization rating in connection with the regular teachers' certification.

Certification for Other Special Programs

In addition to the certification or other special requirements for bilingual education programs reported by the States listed above, seven States and the Territory of Guam provided information about other requirements for teachers. Guam reported that 18 hours of course credit in English and in language learning, and either Peace Corps or other cross-cultural experience are required to teach in the Territory. Louisiana, in keeping with its objective to further proficiency in French and other languages as "second" languages, reported a second language-specialist certification. It had not yet developed certification for bilingual education. Nebraska, which had not established any special certification requirements, reported that it adhered to the common standards for bilingual/bicultural teacher education approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Five States—Maryland, New Jersey, New Mexico, Rhode Island, and Wisconsin—responded that they had certification requirements or other special requirements for teachers desiring to teach English as a second language to limited-English-speaking persons, as distinguished from requirements for teachers for bilingual education programs.

The specific requirements for teachers seeking employment in bilingual education programs in the 11 States which had certification or other special requirements for teachers for bilingual education programs as of June 1976 are being published separately by the National Center for Education Statistics.

PART B
EXTENT AND AVAILABILITY OF STATE EDUCATION AGENCY RECORDS ON LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH-DOMINANT BACKGROUNDS AND PROGRAMS TO MEET THEIR NEEDS

CHAPTER III. Information on Numbers of Limited-English-Speaking Persons From Non-English-Dominant Backgrounds

A primary purpose of the State agency survey was to ascertain the extent and availability of statistics at the State level on numbers of limited-English-speaking persons from non-English-dominant language backgrounds in their jurisdictions. It was learned that State data-gathering activities were directly related to State legislative requirements, either for establishing the base of numbers of persons for whom programs might or should be provided, or for reporting on local and State efforts in the schools. This fact has several implications which should be borne in mind in considering the data reported. Since current State legislation covers only elementary and secondary school students, few States had any data on numbers of adults in need. Moreover, the target populations defined in the legislation are, for the most part, pupils enrolled in public schools. The data-collection systems, therefore, were not designed to report total numbers of persons in need of programs, including those enrolled in nonpublic schools and school-age children not in school at all. Because the definitions of both the target group[4] and the purposes of the programs differ among the States, the numbers reported represent different universes from State to State. In addition, the lack of standardized methods for the identification of persons to be counted as meeting the requirements of a given definition within a State affects the precision of the count for that State.

Of the 48 States responding to the survey, half had data on numbers of potential target group persons which they could report. The District of Columbia and the three responding territories also had such data.

Data Based on Linguistic Criteria

Ten States reported the results of statewide censuses of school districts to obtain information on the numbers of school-age children meeting certain linguistic criteria. Seven of these States—California, Illinois, Massachusetts, New Mexico, New York, Pennsylvania, and Texas—had regular data-collection systems in place at the time of the survey. In California, Illinois, Massachusetts, and Texas, these systems were required by the bilingual education legislation. New Mexico used the Compliance Report on Instructional Services for Students Whose Primary or Home Language Is Other than English of the Office of Civil Rights of the U.S. Department of Health, Education, and Welfare (the form for compliance with the Lau V. Nichols Supreme Court decision) to gather its data in 1974-75. Of the three States which reported the results of one-time censuses of their school districts, Utah also used the Lau form. Michigan surveyed all school districts in the spring of 1974 in preparation for its legislation, which would take effect in 1974-75.

Five States reported the results of sample surveys or other limited surveys of school districts to obtain information on the numbers of children meeting certain linguistic criteria. Nebraska surveyed districts with K-12, 7-12, or 9-12 systems only. Hawaii and Virginia limited their surveys to identifying children with limited-English-speaking ability regardless of non-

[4] See Appendix II for definitions of the target groups from the State legislation.

English-language background. The data reported by Kansas were limited to persons with Spanish-language backgrounds and those from Vermont to persons from French-speaking backgrounds.

The District of Columbia, the Trust Territory of the Pacific Islands, and the Virgin Islands also reported data based upon enrollment with certain linguistic characteristics. The District of Columbia information came from an enrollment study in 1974-75 which provided estimates of the limited-English-speaking pupils from Spanish-, Chinese-, and Portuguese-language backgrounds. Data from the Virgin Islands consisted of the results of a language assessment of Spanish-surnamed pupils. For the Trust Territory, 98 percent of the total enrollment are estimated to be limited English-speaking from Micronesian-language backgrounds.

Data Based Upon Ethnicity

Four States—Arizona, Colorado, Connecticut, and Washington—reported data based on censuses of their school districts yielding counts by ethnicity. The Connecticut data covered only Spanish-surnamed children. Colorado estimated that all of the Spanish-surnamed, American Indian, and Asian-American pupils reported to be enrolled in its schools were linguistically and culturally different, under the terms of its new bilingual-education legislation. The data from Guam were based upon an ethnic survey together with information from the 1970 Decennial Census.

Minnesota reported that it conducts an annual ethnic enrollment census of its school districts but it did not attempt to estimate the numbers of limited-English-speaking pupils from this source.

Other Data

Georgia and Idaho reported data based upon the 1970 Decennial Census. New Jersey reported Spanish-surnamed students in the 21 New Jersey counties with large Hispanic populations. Rhode Island reported the numbers of students with varying degrees of proficiency in English and another language in six school districts. Wisconsin reported estimates of limited-English-speaking students from Spanish language, native American, and Vietnamese backgrounds in Milwaukee, Racine, and other areas of southeastern Wisconsin.

The data on numbers of persons from non-English-dominant backgrounds in the reporting States, 1974-75, are summarized in table 2.

TABLE 2.–Numbers of persons from non-English-dominant backgrounds in reporting States and territories, by State, 1974-75*

State	Total persons reported	Ages 3 & 4 (Pre-K)	Ages 5-12 (K-6)	Ages 13-18 (7-12)	Ages 19+ Adults	Description, source of data
Arizona	51,916	NA	51,916	NA	NA	LES students from Spanish language backgrounds in elementary schools from a Statewide census of school districts and an estimate from an ethnic survey, 1972-73; LES Native American students in elementary schools from a sample and an estimate from an ethnic survey, 1972-73.
California	233,520	NA	156,642	78,878	NA	LES and non-ES, all language backgrounds, from Statewide census of school districts, April 1975.
Colorado	94,346	NA	← 94,346 →		NA	Linguistically and culturally different students, all language backgrounds, estimated from an ethnic survey of public school enrollment, fall 1974.
Connecticut	26,600	NA	← 26,600 →		NA	Spanish-surnamed students from a public school minority group enrollment survey, fall 1974.
Delaware	932	86	544	252	50	LES students, all language backgrounds, in elementary and secondary schools; LES from Spanish language backgrounds only, aged 3-4 and adults, from a Statewide census of school districts, 1974-75
District of Columbia	2,575	47	858	478	1,192	LES students from Spanish, Portuguese, and Chinese language backgrounds in elementary and secondary schools from an enrollment study, 1974-75; LES adults from Spanish, Portuguese and Chinese backgrounds enrolled in adult education programs, 1973-74; LES from Spanish language backgrounds only, aged 3-4, participating in a Title I, ESEA, program, 1974-75
Georgia	13,317	510	2,264	1,634	8,509	LES persons from Spanish langauge backgrounds, estimate from the 1970 Decennial Census; total also includes an estimated 400 Vietnamese children enrolled in selected school districts, 1974-75.
Hawaii	4,293	NA	2,463	1,830	NA	LES students from a teacher survey, 1974-75
Idaho	16,300	1,200	4,200	1,900	9,000	LES persons from Spanish language backgrounds, estimate from 1970 Decennial Census.
Illinois	105,309	← 105,309 →			NA	Non-English-language background students from a Statewide census of school districts, February 1975; Pre-K-3, 59%; grades 4-8, 32%; grades 9-12, 9%.
Kansas	71,118	11,000	11,000	11,000	36,000	LES persons from Spanish language backgrounds from a Statewide census of school districts and the 1970 Decennial Census; total also includes 2,118 Native American schoolage students in school districts with 10 or more Native Americans from a Statewide census of school districts, 1974-75.
Massachusetts	11,461	91	8,296	3,074	NA	LES students, all language backgrounds, from a Statewide census of school districts, 1974-75
Michigan	12,687	NA	8,101	4,586	NA	LES students from non-English-language backgrounds in school districts with 20 or more in one language classification, from a Statewide census, spring 1974.
Nebraska	665	NA	493	172	NA	LES students, all language backgrounds, from a survey of 323 public school districts with K-12, 7-12 or 9-12 systems, May 1975.

TABLE 2.–Numbers of persons from non-English-dominant backgrounds in reporting States and territories, by State, 1974-75*–Continued

State	Total persons reported	Ages 3 & 4 (Pre-K)	Ages 5-12 (K-6)	Ages 13-18 (7-12)	Ages 19+ Adults	Description, source of data
New Jersey	85,720	NA	← 85,720 →		NA	Spanish-surnamed students enrolled in school districts in 21 counties with large Hispanic populations, 1974-75.
New Mexico	73,457	NA	← 73,457 →		NA	Students with a non-English primary or home language, from a Statewide census of school districts using the Lau compliance form, fall 1974.
New York	1,328,642	5,692	303,264	224,636	795,050	LES students, all language backgrounds, pre-K to grade 12, from a Statewide survey of public and nonpublic school enrollment, 1974-75, and a Statewide survey of bilingual education, 1974; LES adults estimated from the 1970 Decennial Census.
Pennsylvania	11,295	101	5,986	2,794	2,414	Non-English-dominant persons enrolled in schools, all language backgrounds, from a Statewide census of school districts, fall 1974; totals include estimates of Vietnamese collected by telephone, spring 1975.
Rhode Island	6,111	NA	← 6,111 →		NA	Bilingual and English-as-a-second-language students, all language backgrounds, enrolled in 6 school districts, as reported in September 1975.
Texas	170,385	NA	124,941	36,530	NA	LES students, all language backgrounds, from a Statewide census of school districts, October 1974; total includes 4,978 enrolled in special education programs and 3,936 in nongraded programs.
Utah	11,994	NA	← 11,994 →		NA	Students with a non-English primary or home language, from a Statewide census of school districts using the Lau compliance form, February 1975.
Vermont	2,153	NA	← 2,153 →		NA	LES students from French language backgrounds from a sample survey of school districts in 3 northern counties, 1968.
Virginia	1,853	NA	← 1,853 →		NA	LES students, all language backgrounds, from a sample survey of selected school district enrollment, 1974-75.
Washington	46,489	NA	← 46,489 →		NA	Spanish-surnamed, Native American and Asian American students, from a Statewide ethnic enrollment report, October 1974.
Wisconsin	5,000	600	2,000	1,800	600	LES persons from Spanish language, Native American and Vietnamese backgrounds; estimate based on data from Milwaukee, Racine and other areas of southeastern Wisconsin and consultations with the Hispanic community, as reported in September 1975.
Guam	33,613	NA	8,101	4,206	21,306	LES persons from Chamorro, Filipino, Korean, Japanese, Chinese, Vietnamese and Micronesian language backgrounds; estimate based on an ethnic survey, 1974-75, and the 1970 Decennial Census.
Trust Territory of the Pacific Islands	36,778	476	21,670	14,632	NA	LES students from Micronesian language backgrounds (98% of enrollment); estimate from enrollment data, 1974-75.
Virgin Islands	2,673	NA	2,054	619	NA	LES students from Spanish-language backgrounds from a language assessment survey of Spanish-surnamed enrollment, 1974-75.

NA=data not available or category not applicable; LES=limited-English-speaking; non-ES=non-English-speaking.

*Unless otherwise indicated.

CHAPTER IV. Information on State and Local Effort to Meet the Needs of Limited-English-Speaking Persons From Non-English-Dominant Backgrounds in 1974-75

State and Local Funds

Nineteen of the 48 States that responded to the survey answered affirmatively to either one or both of the questions on State funds expended in 1974-75. These questions concerned assistance provided to school districts to enable them to implement programs designed to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds and funds to train teachers and other personnel to work with these programs. Sixteen of the States reported the amounts of money, revealing that nearly $35,000,000 went for these purposes in 1974-75. Fourteen of the 19 States also reported data on numbers of persons participating in the programs. Two other States of the 19 reported some participation data but not the specific amounts of money provided. The data on participation in these programs is discussed in the next section.

Thirteen States—Alaska, Arizona, California, Colorado, Illinois, Louisiana, Massachusetts, New Mexico, New York, Texas, Utah, Virginia, and Washington—reported the amounts of State funds that were provided to assist school districts in implementing programs for limited-English-speaking persons from non-English-dominant backgrounds in 1974-75. In addition, the District of Columbia and three of the four territories which responded to the survey—Guam, the Trust Territory of the Pacific Islands, and the Virgin Islands—also reported the amounts of funds allocated from their education budgets specifically for this purpose.

Nine of the 13 States which reported the amount of funds to implement classroom programs were among the 12 States that reported expenditures for the training of teachers and other personnel to work with limited-English-speaking persons in 1974-75. Arizona, Illinois, Louisiana, New Mexico, New York, and Texas reported amounts for this purpose separately. Alaska, California, and Utah reported that State funds were used for this purpose, but the amounts were not separately reported. Delaware, Maryland, and Rhode Island reported State funds only for teacher training.

In addition, Georgia, Hawaii, and Indiana reported that State funds were used to meet the needs of limited-English-speaking persons but that the amounts were unknown. Hawaii provided funds both for classroom programs and for teacher training. In addition to the amount for classroom programs, Virginia reported that an undetermined amount of money was used for teacher training.

Nine States—Colorado, Connecticut, Delaware, Massachusetts, New York, Oregon, Pennsylvania, Texas, and Wisconsin—reported that local school districts spent approximately $57,000,000 for programs for limited-English-speaking persons in 1974-75. In at least three of these States—New York, Pennsylvania, and Texas—data on the amount of local funds provided for these programs are included in their regular data-collection systems.

A summary of the responses to the questions in the survey about funds supporting programs to meet the needs of limited-English-speaking persons, including State, local, and ESEA title I funds, is contained in table 3. This table also includes the amounts of money by State for programs in 1974-75 funded under the Bilingual Education Act—title VII, ESEA. The information about the Bilingual Education Act funds was provided by the Office of Bilingual Education, USOE. It includes funds provided for programs in schools operated by the Bureau of Indian Affairs and in private nonprofit tribally operated schools for Native American children.

Data on Participation in State-Funded Classroom Programs

If States indicated that they provided funds to school districts to meet the needs of limited-English-speaking persons, they were asked how many persons participated in such programs in 1974-75. They were also asked for available information on numbers of

TABLE 3.--Amount of money supporting programs for limited-English-speaking persons from non-English-dominant backgrounds by selected fund source, 1974-75

State	As reported by SEA's							Funds from title VII, ESEA[a]
	State funds			Local funds	Funds from title I, ESEA			
	Total	Classrm. pgms.	Teacher trg.		Total rpt.	Reg. program	Migrant pgm.	
TOTALS	$45,101,089	$34,736,094	$2,153,625	$57,419,100	$52,025,421	$40,020,637	$12,004,784	$67,235,682
Alabama	0	0	0	(b)	(b)	(b)	(b)	0
Alaska	800,000	←	800,000 →	(b)	(b)	(b)	0	872,656
Arizona	738,825	700,000	38,825	(b)	800,000	(b)	800,000	2,295,808
Arkansas	0	0	0	(b)	(b)	(b)	(b)	0
California	7,161,370	←	7,161,370 →	(b)	5,050,389	4,166,196	884,193	16,741,476
Colorado	199,000	199,000	0	665,968	(b)	(b)	(b)	1,464,850
Connecticut	0	0	0	1,652,045	(b)	(b)	(b)	1,340,385
Delaware	2,000	0	2,000	107,200	142,190	19,190	123,000	151,781
Dist. of Columbia	(c)	(c)	(c)	700,000	42,170	42,170	0	129,500
Florida	0	0	0	(b)	(b)	(b)	(b)	1,482,424
Georgia	(d)	(d)	0	(b)	(b)	(b)	(b)	0
Hawaii	(d)	(d)	(d)	(b)	69,452	69,452	0	314,197
Idaho	0	0	0	(b)	800,000	(b)	800,000	380,437
Illinois	8,280,000	8,000,000	280,000	(b)	(b)	(b)	(b)	2,482,053
Indiana	(d)	0	(d)	(b)	712,127	(b)	712,127	377,617
Iowa	0	0	0	(b)	(b)	(b)	(b)	0
Kansas	0	0	0	(b)	(b)	(b)	(b)	137,066
Kentucky	0	0	0	(b)	20,000	(b)	20,000	0
Louisiana	1,360,000	1,300,000	60,000	(b)	(b)	(b)	(b)	1,518,525
Maine	0	0	0	(b)	(b)	(b)	(b)	370,735
Maryland	2,500	0	2,500	(b)	(b)	(b)	(b)	0
Massachusetts	4,000,000	4,000,000	0	10,000,000	(b)	(b)	(b)	1,302,960
Michigan	0	0	0	(b)	4,200,000	(b)	4,200,000	1,119,604
Minnesota	0	0	0	(b)	1,000,000	450,000	550,000	205,780
Mississippi	0	0	0	(b)	(b)	(b)	(b)	289,094
Missouri	0	0	0	(b)	(b)	(b)	(b)	250,000
Montana	0	0	0	(b)	1,018,566	(b)	1,018,566	575,821
Nebraska	0	0	0	(b)	(b)	(b)	(b)	45,423
Nevada	0	0	0	(b)	38,000	(b)	38,000	0
New Hampshire	(e)	(e)	(e)	(e)	(e)	(e)	(e)	179,823
New Jersey	0	0	0	(b)	4,491,054	4,491,054	(b)	2,442,652
New Mexico	1,220,300	1,000,000	220,300	(b)	190,773	190,773	(b)	2,049,493
New York	8,477,151	8,377,151	100,000	13,001,530	25,731,240	25,691,181	40,059	11,989,724
North Carolina	0	0	0	(b)	(b)	(b)	(b)	0
North Dakota	0	0	0	(b)	748,587	(b)	748,587	0
Ohio	(e)	(e)	(e)	(e)	(e)	(e)	(e)	553,001
Oklahoma	0	0	0	(b)	(b)	(b)	(b)	486,000
Oregon	0	0	0	345,000	300,000	(b)	300,000	402,725
Pennsylvania	0	0	0	14,677,209	3,766,630	3,161,041	605,589	1,362,342
Rhode Island	50,000	0	50,000	(b)	396,475	392,975	3,500	757,046
South Carolina	0	0	0	(b)	(b)	(b)	(b)	0
South Dakota	0	0	0	(b)	52,187	(b)	52,187	198,200
Tennessee	0	0	0	(b)	90,000	(b)	90,000	0
Texas	1,850,000	450,000	1,400,000	15,770,148	(b)	(b)	(b)	10,029,809
Utah	250,000	←	250,000 →	(b)	(b)	(b)	(b)	400,300
Vermont	0	0	0	(b)	(b)	(b)	(b)	99,100
Virginia	12,000	12,000	(d)	(b)	215,000	190,000	25,000	0
Washington	450,000	450,000	0	(b)	(b)	(b)	(b)	635,400
West Virginia	0	0	0	(b)	(b)	(b)	(b)	0
Wisconsin	0	0	0	500,000	798,853	80,000	718,853	272,261
Wyoming	0	0	0	b	275,123	(b)	275,123	116,206
Subtotal, States	34,853,146	24,488,151	2,153,625	57,419,100	50,906,646	38,901,862	12,004,784	65,802,074
American Samoa	(e)	(e)	(e)	(e)	(e)	(e)	(e)	332,037
Canal Zone	0	0	0	(c)	(c)	(c)	(c)	0
Guam	52,343	52,343	0	(c)	206,916	206,916	(c)	201,373
Puerto Rico	(e)	(e)	(e)	(e)	(e)	(e)	(e)	406,100
Trust Territory	10,185,600	10,185,600	0	(c)	869,689	869,689	(c)	289,798
Virgin Islands	10,000	10,000	0	(c)	(b)	(b)	(c)	204,300

a - Data provided by the Office of Bilingual Education, USOE. b - No information. c- Inapplicable. d - Amount unavailable. e - No response to survey.

NOTE.--State funds total includes "arrowed" figures, which are not included in the other column totals.

persons participating in locally funded programs, excluding those in State-funded programs, in 1974-75. Only one State, New York, was able to provide separate counts of participation in State and locally funded programs. However, with the exception of Virginia and Washington, all of the other 15 States that reported that State funds were used for such programs in 1974-75 reported participation data at least for those programs.

Ten States—Alaska, Arizona, California, Georgia, Hawaii, Illinois, Massachusetts, New Mexico, New York, and Texas—reported data on participation in State-funded programs seaprately. The sum of their reports indicated that 217,000 persons participated in State-funded programs in these States in 1974-75. This figure includes an estimated 13,000 participants from English-speaking backgrounds reported by Texas and an unknown number of such persons participating in bilingual education programs in New Mexico, an objective of which is enrichment for all students. Other participants in 1974-75 programs were variously described as non- or limited-English-speaking students, or students with language backgrounds other than English, in accordance with the definitions, eligibility criteria, and objectives of the various State programs.

The State-funded programs for which separate participation data were reported consisted only of bilingual education in five States—Alaska, Illinois, Massachusetts, New Mexico, and Texas. They consisted of bilingual education and English as a second language (ESL) in three States—Arizona, California, and New York—and only of ESL in Georgia and Hawaii. State-funded bilingual education programs were offered in Arabic, Chinese, French, German, Greek, Haitian Creole, Hebrew, Ilocano, Italian, Japanese, Korean, Portuguese, Russian, Samoan, Serbo-Croatian, Spanish, Tagalog, Turkish, Vietnamese, Yiddish, and Eskimo languages, as well as such Native American languages as Apache, Navajo, Pomo, Zuñi, and various Pueblo languages.

The three remaining States that used State funds for classroom programs in 1974-75—Colorado, Louisiana, and Utah—did not report participation in the State-funded programs separately. Colorado and Utah reported total participation in special programs regardless of funds source, including bilingual education and ESL, based upon statewide surveys. Louisiana reported combined participation in State and locally funded bilingual education, ESL, and other second language programs in 1974-75.

Data on Participation in Locally Funded Classroom Programs

Four States—Delaware, Maine, Oregon, and Wisconsin—that did not have State-funded programs in 1974-75 reported participation data representing local school-district effort. As indicated above, New York provided locally funded program participation data separate from the data on participation in State-funded programs. The District of Columbia and the three outlying territories that responded to the survey also reported data on participation in locally funded programs. Guam reported total participation data in Chamorro bilingual education programs and in ESL programs for various language groups. Funds came from several Federal fund sources, as well as from the territorial education budget. For the Trust Territory of the Pacific Islands, 98 percent of the total enrollment is estimated to be limited-English-speaking and all students received ESL instruction and instruction related to their Micronesian languages and cultures.

Data on participation in programs funded by the local school districts were not separately available for California, Colorado, Louisiana, New Mexico, Pennsylvania, and Utah. All but Louisiana had conducted statewide surveys in 1974-75 and reported total participation, including participation in programs funded by the local school districts. Louisiana, as indicated above, reported State and local participation data combined.

It should be noted that New York, which collects total participation data from its school districts by fund source, reported unduplicated counts of 1974-75 participation in programs funded by the State, by the local districts, and by title I of the Elementary and Secondary Education, exclusive of participation in title VII, ESEA—the Bilingual Education Act. The California data-collection system also separates participation in programs funded from State sources from that in programs funded by title I, title VII, and other Federal fund sources, as well as in programs whose fund sources cannot be separately identified. However, except for these two States, it is not known to what extent the participation data reported for state-funded or locally funded programs represents the same pupil populations receiving services through title I, title VII, or other Federal fund sources.

The data provided by the States on participation in 1974-75 classroom programs apart from participation specifically in programs funded by title I, ESEA, are summarized in tables 4a, 4b, 4c, and 4d. Data on participation in programs funded from title I are summarized in table 5.

TABLE 4a.–Participation in programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds in States and territories that reported total participation regardless of fund source, by State, 1974-75

State	Total reported	Pre-K	Grades K-6	Grades 7-12	Adult	Description of data
California	133,074	1,389	103,350	28,335	NA	Participation in BE programs in 9 languages and in ESL programs, non-English-speaking and LES students, from a school district survey, April 1975.
Colorado	40,871	NA	25,583	15,288	NA	Participation in Spanish and Native American BE programs and in ESL, multi-cultural and Spanish second language programs, linguistically and culturally different and English language background students, from a school district survey, January 1975.
New Mexico	20,742	NA	← 20,742 →		NA	Participation in Spanish and Native American BE programs and in ESL programs, students whose primary or home language is other than English, from a school district survey, October 1974.
Pennsylvania	12,196	101	6,438	3,243	2,414	Participation in BE programs in at least 9 languages and in ESL programs, all non-English-dominant students identified by the school districts and 901 English-dominant students (452 elementary and 449 secondary), from a school district survey, fall 1974; estimates of Vietnamese obtained informally.
Utah	1,998	NA	← 1,998 →		NA	Participation in Spanish and Navajo BE programs and in ESL programs, students whose primary or home language is other than English plus 200 students from English language backgrounds, from a school district survey, February 1975.
Guam	2,721	NA	2,721	NA	NA	Participation in Chamorro BE programs, LES students plus 595 students from English-speaking backgrounds.
Trust Territory of the Pacific Islands	36,778	476	21,670	14,670	NA	Participation in ESL and history and culture of the Micronesian peoples, plus some vernacular instruction (the same as total enrollment, estimated to be 98% LES).

TABLE 4b.–Participation in State-funded and locally-funded programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds in Louisiana, 1974-75

State	Total reported	Pre-K	Grades K-6	Grades 7-12	Adult	Description of data
Louisiana	63,504	NA	60,208	524	2,772	Participation in BE, ESL and second language programs, students from French, Italian, Spanish, and Vietnamese backgrounds, plus 19,789 English-speaking students in French programs (18,759 elementary, 128 secondary and 902 adult).

NA=data not available or category not applicable; BE=Bilingual education; ESL=English-as-a-second language; LES=limited-English-speaking.

TABLE 4c.–Participation in State-funded programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds in States that reported such participation separately, 1974-75*

State	Total reported	Pre-K	Grades K-6	Grades 7-12	Adult	Description of data
Alaska	1,814	NA	← 1,814 →		NA	Participation in BE programs for Eskimos and Alaska natives.
Arizona	14,831	NA	14,831	NA	NA	Participation in part-time programs consisting of ESL and Spanish language arts or ESL and the language arts of Native American languages of participating children from Spanish and Native American Backgrounds.
California	74,810	342	58,434	16,034	NA	Participation in BE programs in 9 languages and in ESL programs, including 42,922 participants in programs jointly funded with Title I, ESEA, and excluding 21,252 participants in programs the funding sources for which are not separately identifiable, non-English-speaking and LES students.
Georgia	200	NA	NA	NA	200	Estimate of participation of adults from Spanish language backgrounds in ESL programs.
Hawaii	14,277	NA	1,688	984	11,605	Participation in ESL programs (language backgrounds not specified).
Illinois	24,453	←	24,453	→	NA	Participation in BE programs in 10 languages; participation in Pre-K-3 estimated to be 59%; grades 4-8, 32% and grades 9-12, 9%; non-English-language background students.
Massachusetts	10,421	85	7,368	2,968	NA	Participation in BE programs in Spanish, Portuguese, Greek, Italian, Chinese and French, LES students.
New Mexico	15,296	NA	15,296	NA	NA	Participation in Spanish and Native American BE programs, LES and English-speaking students.
New York	21,107	NA	6,209	4,761	10,137	Participation in BE programs in 14 languages and in ESL programs, non-English-speaking students.
Texas	39,845	NA	39,845	NA	NA	Participation in BE programs in the first grade, 1 German, others Spanish, LES students.

TABLE 4d.–Participation in locally-funded programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds in States that reported such data separately, 1974-75*

State	Total reported	Pre-K	Grades K-6	Grades 7-12	Adult	Description of data
Delaware	112	NA	40	72	NA	Participation in Spanish BE programs, LES students plus 12 English-speaking-secondary students.
District of Columbia	2,377	NA	845	340	1,192	Participation in Spanish BE, ESL and other special programs LES from Spanish and Chinese backgrounds, plus 420 English-speaking elementary students; adult data for 1973-74.
Maine	1,139	NA	1,059	NA	NA	Participation in Passamaquoddy and French BE programs, LES plus 113 English-speaking students in French programs.
New York	45,870	NA	9,792	7,430	28,648	Participation in BE programs in 14 languages and in ESL programs, non-English-speaking and LES students.
Oregon	635	NA	470	165	NA	Participation in Spanish and Russian BE programs, LES students plus 167 English-speaking students (120 elementary and 47 secondary).
Wisconsin	1,100	100	600	300	100	Estimated participation in special programs for limited-English-speaking persons.
Guam	325	NA	325	NA	NA	Participation in Chamorro BE programs, LES students plus 75 English-speaking students.
Trust Territory of the Pacific Islands	36,778	476	21,670	14,670	NA	Participation is the same as total enrollment (see above, total participation), LES students
Virgin Islands	474	NA	404	53	17	Participation in elementary and secondary Spanish BE programs (exclusive of Title VII, ESES) and in an adult ESL program, LES students from Spanish language backgrounds plus 157 English-speaking elementary students.

NOTE. Survey responses were not received from New Hampshire, Ohio, American Samoa and Puerto Rico; Connecticut, Georgia, Idaho, Indiana, Kansas, Kentucky, Minnesota, Montana, Nevada, New Jersey, North Carolina, North Dakota, Rhode Island, Tennessee, Virginia, and Wyoming reported only participation in programs funded by Title I, ESEA, as shown in Table 5, on page 20.

*Unless otherwise indicated.

CHAPTER V. Information on the 1974-75 Effort Provided With Funds From Title I of the Elementary and Secondary Education Act of 1965, as Amended

It is widely believed that a large amount of funds from title I of the Elementary and Secondary Education Act of 1965, as amended, is being used to provide bilingual education and other special programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds. Because title I programs are administered by the States, the State agencies were asked to report the available information on the amounts of money provided for special programs for this group in 1974-75 and the numbers of limited-English-speaking persons participating in the programs.

Title I Funds

Twenty-three of the 48 States responding to the survey, two of the four responding territories and the District of Columbia reported amounts of money from title I of the Elementary and Secondary Education Act which supported special programs to meet the needs of limited-English-speaking children from non-English-dominant backgrounds in 1974-75. California, Delaware, Minnesota, New York, Pennsylvania, Rhode Island, Virginia, and Wisconsin reported amounts from both the title I regular program and from the title I migrant programs; Arizona, Idaho, Indiana, Kansas, Michigan, Montana, Nevada, North Dakota, Oregon, South Dakota, Tennessee, and Wyoming reported funds only from the migrant program; Hawaii, New Jersey, New Mexico, the District of Columbia, Guam, and the Trust Territory of the Pacific Islands reported only regular program funds used for this purpose. The States and other jurisdictions providing this information reported a total of $52,025,421, or $40,020,637 from regular title I funds and $12,004,784 from migrant program funds, for programs to meet the needs of limited-English-speaking children in 1974-75. Reported amounts from title I, ESEA, by State are shown in table 3.

Participation in Title I Programs

Of the States responding to the survey, there were 3 which were able to report data on numbers of limited-English-speaking students participating in 1974-75 in special programs to meet their needs funded by title I of the Elementary and Secondary Education Act. Nine States—California, Colorado, Delaware, Louisiana, Minnesota, New York, Rhode Island, Virginia, and Wisconsin—reported participation data for both the regular program and the program for children of migrants; 15 States—Arizona, Connecticut, Idaho, Indiana, Kansas, Kentucky, Maine, Montana, Nevada, North Carolina, North Dakota, Oregon, Pennsylvania, Tennessee, and Wyoming—reported data only for the migrant program; Hawaii, New Jersey, New Mexico, the District of Columbia, Guam, and the Trust Territory of the Pacific Islands reported data only for the regular program.

In the questionnaire, respondents were asked to report title I participation by subject area of instruction, including English as a second language (ESL) and the areas of instruction which are usually a part of a bilingual education program. All of the States which reported numbers of participants in programs funded by title I in 1974-75 were able to provide information at least for one subject area of instruction. If the same pupil population appeared to be receiving instruction at least in the language arts of their (non-English) home language and in one or more other subject areas taught through the home language, in addition to ESL instruction, funds from title I were considered to be supporting bilingual education programs.

By this criterion, eight States—Connecticut, Delaware, Kansas, Montana, New Mexico, Oregon, Wisconsin, and Wyoming—reported title I funds used only for bilingual education programs and four other States—California, Colorado, New Jersey, and New York—and the Trust Territory, title I funds for both bilingual education programs and—for separate pupil populations—ESL programs. Seven States—Hawaii, Kentucky, Nevada, North Dakota, Pennsylvania, Rhode Island, and Virginia—and Guam reported using title I funds only for ESL programs in 1974-75 and six States—Arizona, Idaho, Indiana, Louisiana, Minnesota, and Tennessee—for programs consisting of ESL and one or more of the subject areas common to bilingual

education. In all, 18 of the 27 reporting States, plus Guam and the Trust Territory, responded that some or all of their 1974-75 title I money provided ESL programs for participants who did not at the same time receive instruction both in the language arts of their home languages and in other subject areas taught through their home languages. Two States—Maine and North Carolina—only reported title I funds used for other than ESL instruction.

Eighteen of the 27 States with title I data and the District of Columbia reported that the 1974-75 title I funds were serving persons from Spanish-language backgrounds. For 12 of the States and the District, this was the only group for which participation data were reported.

Table 5 summarizes and describes the data on participation in programs funded by title I, ESEA, in 1974-75.

TABLE 5.–Participation in programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds funded by title I, ESEA, in reporting States and territories, 1974-75

State	Total				Title I, regular program				Title I, migrant program				Description
	Total	Prek-K	K-6	7-12	Total	Pre-K	K-6	K-12	Total	Prek-K	K-6	7-12	
Arizona	7,235	NA	5,953	1,282	NA	NA	NA	NA	7,235	NA	5,953	1,282	Participation in ESL, Spanish language arts and Hispanic history and culture, or ESL, and Native American history and culture programs by students from Spanish language and Native American backgrounds.
California	62,944	393	45,406	17,145	55,794	246	40,577	14,971	7,150	147	4,829	2,174	Participation in BE programs in 9 languages and in ESL programs, including 42,922 students in ESL programs with combined State and Title I funding, from all language backgrounds.
Colorado	6,118	NA	5,368	750	268	NA	268	NA	5,850	NA	5,100	750	Participation in Spanish and Native American BE programs and in ESL programs (language backgrounds unspecified).
Connecticut	468	NA	← 468 →		NA	NA	NA	NA	468	NA	← 468 →		Participation in Spanish BE programs.
Delaware	320	NA	230	50	120	NA	120	NA	200	NA	110	50	Participation in Spanish BE programs.
District of Columbia	47	47	NA	NA	47	47	NA	NA	NA	NA	NA	NA	Participation of 3 and 4 year olds from Spanish language backgrounds (activities unspecified).
Hawaii	130	NA	NA	130	130	NA	NA	130	NA	NA	NA	NA	Participation in ESL programs (language backgrounds unspecified).
Idaho	5,194	409	3,058	1,727	NA	NA	NA	NA	5,194	409	3,058	1,727	Participation of students from Spanish language backgrounds in ESL and Hispanic history and culture programs.
Indiana	5,723	NA	← 5,723 →		NA	NA	NA	NA	5,723	NA	← 5,723 →		Participation in ESL and Spanish language arts programs by students from Spanish language backgrounds.
Kansas	2,033	235	1,274	484	NA	NA	NA	NA	2,033	235	1,274	484	Participation in Spanish BE programs; total includes 40 adults.
Kentucky	28	NA	12	16	NA	NA	NA	NA	28	NA	12	16	Participation in ESL programs (language backgrounds unspecified).
Louisiana	326	NA	196	130	199	NA	89	110	127	NA	107	20	Participation in ESL and Vietnamese history and culture programs by Vietnamese students (regular program); participation of students from Spanish language backgrounds (activities unspecified) (migrant program).
Maine	60	NA	60	NA	NA	NA	NA	NA	60	NA	60	NA	Participation in Passamaquoddy history and culture program by Passamaquoddy students.

TABLE 5.–Participation in programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds funded by title I, ESEA, in reporting States and territories, 1974-75—Continued

State	Total				Title I, regular program				Title I, migrant program				Description
	Total	Prek-K	K-6	7-12	Total	Pre-K	K-6	y-12	Total	Prek-K	K-6	7-12	
Minnesota	4,383	1,558*	2,120	703	50	NA	NA	50	4,333	1,558*	2,120	655	Participation in ESL, Spanish language arts, and Hispanic history and culture programs by students from Spanish language backgrounds.
Montana	1,415	NA	636	471	NA	NA	NA	NA	1,415	NA	636	471	Participation in Spanish BE programs.
Nevada	120	NA	120	NA	NA	NA	NA	NA	120	NA	120	NA	Participation in ESL programs by students from Spanish language backgrounds.
New Jersey	6,526	NA	← 6,526 →		6,526	NA	← 6,526 →		NA	NA	NA	NA	Participation in BE and ESL programs (language backgrounds unspecified).
New Mexico	1,004	NA	← 1,004	►	1,004	NA	← 1,004 →		NA	NA	NA	NA	Participation in Spanish and Native American BE programs.
New York	41,828	NA	23,863	17,965	41,370	NA	23,515	17,855	458	NA	348	110	Participation in BE programs in 14 languages and in ESL programs (all language backgrounds).
North Carolina	345	NA	345	NA	NA	NA	NA	NA	345	NA	345	NA	Participation in Spanish language arts programs.
North Dakota	987	NA	← 987 →		NA	NA	NA	NA	987	NA	← 987 →		Participation in summer ESL programs, grades K-8, by students from Spanish language backgrounds.
Oregon	450	NA	380	70	NA	NA	NA	NA	450	NA	380	70	Partcipation in Spanish and Russian BE programs.
Pennsylvania	692	NA	← 692 →		NA	NA	NA	NA	692	NA	← 692 →		Participation in ESL programs by students from Spanish language backgrounds.
Rhode Island	1,160	← 1,149 →			1,149	← 1,149 →			11	NA	NA	NA	Participation in ESL programs by students from Spanish and Portuguese language backgrounds, including 11 adults in the migrant program.
Tennessee	215	NA	215	NA	NA	NA	NA	NA	215	NA	215	NA	Participation in ESL and Spanish LA programs by students from Spanish language backgrounds.
Virginia	648	NA	190	458	488	NA	30	458	160	NA	160	NA	Participation in ESL programs (language backgrounds unspecified).
Wisconsin	2,377	NA	1,422	955	337	NA	187	150	2,040	NA	1,235	805	Participation in Spanish and Native American BE programs (regular program); participation of students from Spanish language backgrounds (migrant program).
Wyoming	807	NA	807	NA	NA	NA	NA	NA	807	NA	807	NA	Participation in BE programs (languages unspecified).
Guam	560	NA	560	NA	560	NA	560	NA	NA	NA	NA	NA	Participation in ESL programs (all language backgrounds).
Trust Territory of the Pacific Islands	16,723	NA	12,239	4,484	16,723	NA	12,239	4,484	NA	NA	NA	NA	Participation in Micronesian BE and in ESL programs by students from Micronesian language backgrounds.

Note: No response was received to the survey from New Hampshire, Ohio, American Samoa, and Puerto Rico.

ESL=English-as-a-second language; BE=Bilingual education.

*Includes some 5 yr. olds.

CHAPTER VI. Information on Personnel Resources for Programs to Meet the Needs of Limited-English-Speaking Persons From Non-English-Dominant Backgrounds

Information on Personnel Working in School Programs in 1974-75

Nearly half of the States and other jurisdictions responding to the survey had some information on personnel working in school programs to meet the needs of limited-English-speaking persons in 1974-75. Twenty-two States, the District of Columbia, and the three responding territories provided data on total numbers of teachers and/or other personnel and, of them, all but three States were able to estimate how many were fluent in the home languages of the limited-English-speaking persons. Data came from program records, project personnel records, and reports or consultation with program directors (usually title VII directors) in the following States: Hawaii, Idaho, Illinois, Indiana, Maine, Montana, Tennessee, Utah, Virginia, the District of Columbia, Guam, and the Virgin Islands. The data for Delaware, Massachusetts, Pennsylvania, Texas, and the Trust Territory of the Pacific Islands were obtained from school censuses. Arizona, Connecticut, Oregon, and Vermont reported data on personnel in classroom programs from sample surveys. The New York and some of the Massachusetts information came from the teacher-personnel records. Kansas based the information reported on an Office of Civil Rights compliance report.

In the States and territories in which information was available about the language skills of personnel, more than 70 percent of teachers reported to be working in programs were said to be fluent in the home language of the limited-English-speaking persons being served. These data are summarized in table 6.

TABLE 6.–Personnel working in school programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds in reporting States and territories, 1974-75

State	Total personnel		Teachers		Other personnel		Source of data
	Total	Fluent in NEL	Total	Fluent in NEL	Total	Fluent in NEL	
Total	14,388.5[a]	8,476.5[a]	10,065	6,779	4,871.5[a]	3,491.5[a]	
Arizona	936	758	(b)	(b)	(b)	(b)	Sample of school districts
Connecticut	(c)	(c)	310	300	(c)	(c)	Sample of school districts
District of Columbia	91	91	62	62	29	29	Program reports and statistics (presumably bilingual programs)
Hawaii	55	50	3	1	52	49	Program requirements (program not identified)
Idaho	564	188	205	75	359	113	Title I migrant and Title VII, ESEA, program records
Illinois	1,180	1,180	848	848	332	332	Records of State programs
Indiana	(c)	(c)	224	(d)	(c)	(c)	Title I evaluation reports
Kansas	264	134	90	41	164	93	Estimate from OCR report
Louisiana	953	456[e]	703	265[e]	250	191[e]	Estimate from OCR report
Maine	102.5[a]	97.5[a]	50	48	52.5[a]	49.5[a]	Project directors (presumably Title VII, ESEA
Massachusetts	525	389	470	334	55	55	Census of school districts and teacher personnel records
Montana	334	105	86	19	248	86	Migrant ed. personnel records
New York	2,337	(f)	2,056	1,275	281	(d)	Teacher personnel records
North Dakota	530	(g)	179	(d)	531	202	Source not reported
Oregon	201	108	114	42	87	66	Sample of school districts
Pennsylvania	147	29	82	15	65	14	Census of school districts
Tennessee	7	(f)	4	4	3	(d)	Title I migrant project records (full-time only)
Texas	2,154	1,645	1,515	1,042	639	603	Statewide census and sample of school districts
Utah	160	152	76	70	84	82	Information from LEA's participating in bilingual programs
Vermont	(h)	(h)	(h)	(h)	13	13	Sample of school districts

TABLE 6.–Personnel working in school programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds in reporting States and territories, 1974-75 (Continued)

State	Total personnel		Teachers		Other personnel		Source of data
	Total	Fluent in NEL	Total	Fluent in NEL	Total	Fluent in NEL	
Virginia	57	(d)	48	(d)	9	(d)	Title I program applications
Wisconsin	77	70	45	38	32	32	Source not reported
Guam	156	116	103	65	53	51	Title I and VII, ESEA; ESAA, and ABE personnel and program records
Trust Territory	3,479	2,847	1,803	1,448	1,676	1,399	Census of schools
Virgin Island	62	38	40	17	22	21	Title III and VII, ESEA, project personnel records

[a]Includes one half-time administrator.
[b]Only total personnel reported.
[c]Only teachers reported.
[d]Language skills unknown
[e]Language skills of some unknown.
[f]Language skills of other than teachers unknown.
[g]Language skills of teachers unknown.
[h]Only personnel other than teachers reported.

State-Funded Bilingual Teacher Education Programs in 1974-75

Fifteen States provided funds to train teachers and others to work with limited-English-speaking persons in 1974-75. They were Alaska, Arizona, California, Delaware, Hawaii, Illinois, Indiana, Louisiana, Maryland, New Mexico, New York, Rhode Island, Texas, Utah, and Virginia. Amounts provided for this purpose are shown in table 3. Seven States were able to report the number of participants and types of programs, as follows:

State	Number of participants	Type of program
Arizona	61	ESL methods, Hispanic history and culture, teaching Spanish language arts
Hawaii	88	ESL methods
Illinois	604	ESL and BE methods
New Mexico	140	BE methods
Rhode Island	340	Type of program not reported
Texas	5,296	BE methods, intensive Spanish for non-Spanish speakers
Virginia	80	ESL methods, guidance and counseling for LES persons

In addition, Guam reported that 753 teachers received training in programs provided with Federal funds in 1974-75. This training consisted of methods for Chamorro bilingual education programs and methods for ESL programs for speakers of Asian and Micronesian languages.

Personnel Assigned to Work With Programs for Limited-English-Speaking Persons at the State Level in 1975

Thirty-four of the 48 States responding to the survey, the District of Columbia, and the three responding territories reported that there were professional personnel at the State level specifically assigned to work with programs for limited-English-speaking persons. In the seven States which provided more than $1,000,000 each for State-funded programs in 1974-75–California, Illinois, Louisiana, Massachusetts, New Mexico, New York, and Texas–there were an average of eight and one-half professionals assigned to programs for limited-English-speaking persons. The professional staffs in these States ranged from 14 in California, where State funds totaled more than seven million dollars in 1974-75, to 5 in Massachusetts, where State funds totaled $4,000,000 in 1974-75. These data are summarized in table 7.

TABLE 7.–Personnel assigned to work with programs for limited-English-speaking persons from non-English-dominant backgrounds at the State level, 1975

State	Total, FTE	Professional FTE[a]	Non-professional FTE
Total	285.4	148.5[b]	164.2
Alabama	0	0	0
Alaska	(c)	1	(c)
Arizona	(c)	2	(c)
Arkansas	0	0	0
California	22	14	8
Colorado	8	6	2
Connecticut	(c)	1.5	(c)
Delaware	(c)	1.5	(c)
Florida	(c)	1[d]	(c)
Georgia	0	0	0
Hawaii	119	16	103
Idaho	4.4	2.2	2.2
Illinois	13.5	10.5	3
Indiana	8	6	2
Iowa	4	3	1
Kansas	0.2	0.1	0.1
Kentucky	(c)	0.2	(c)
Louisiana	(c)	6	(c)
Maine	0.2	0.1	0.1
Maryland	0.2	0.2	0
Massachusetts	7	5	2
Michigan	2	1	1
Minnesota	0	0	0
Mississippi	0	0	0
Missouri	0	0	0
Montana	0.5	0.15	0.25
Nebraska	(c)	0	(c)
Nevada	1	1	0
New Jersey	8	6	2
New Mexico	(c)	6	(c)
New York	13	9	4
North Carolina	0	0	0
North Dakota	(c)	1	(c)
Oklahoma	(c)	0.5	(c)
Oregon	2	1	1
Pennsylvania	(c)	4[e]	(c)
Rhode Island	0	0	0
South Carolina	(c)	0	(c)
South Dakota	(c)	0	(c)
Tennessee	0	0	0
Texas	12.5	9	3.5
Utah	(c)	3	(c)
Vermont	(c)	0.025	(c)
Virginia	5	5	0
Washington	(c)	1.5	(c)
West Virginia	0	0	0
Wisconsin	(f)	(f)	(f)
Wyoming	(c)	1	(c)
Canal Zone	0	0	0
Guam	3	3	0
Trust Territory	52	23	29
Virgin Islands	(c)	1	(c)

NOTE: No response to the survey was received from New Hampshire, Ohio, American Samoa and Pueto Rico.

[a] Full-time equivalent except where otherwise noted.
[b] Excludes four part-time professionals for whom the full-time equivalent was not reported.
[c] Only professionals reported.
[d] Part-time professional, FTE not reported.
[e] One full-time professional and three part-time for whom FTE not reported.
[f] Not reported.

APPENDIXES

Appendix I.—REPRODUCTION OF SURVEY QUESTIONNAIRE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION/NCES
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. No. 51-S75050

SURVEY OF STATE EDUCATION AGENCIES ON LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH-DOMINANT BACKGROUNDS *(OE FORM 2383, 8/75)*

INSTRUCTIONS

PART I. This is the general reporting form. Two copies are enclosed. Please return one copy and retain the other for your files.

PART II. This form is for reporting available data on the size of the potential target group of limited-English-speaking persons for non-English-dominant backgrounds*, on programs to meet their needs and on personnel resources needed for such programs. If you do not have any such data, you may discard Part II. Four sets of Part II are enclosed. Complete one set for each language group on which you are reporting, reproducing additional copies for language groups as needed. However, if your data are not broken out by language, return one copy of Part II with data headed "language background data unavailable." If data are not available by age range or grade level, give totals and enter "NA" in the columns provided for the breakout.

Section A - Lines 2 to 5 are mutually exclusive categories. Enter in lines 2 and 4 if applicable, totals for participants in programs especially designed to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds for which special State funds are provided, including programs requiring matching local funds. (*See definitions for "State-funded" and "locally-funded" programs on page 2.*) If any persons, to your knowledge, are participating in part-time State-funded programs and in part time locally-funded programs at the same time, count them as participating only in State-funded programs. (*However, see instructions for Section B regarding count of participants in part-time programs by subject area*). Do not include participants in programs available to all students financed from State sources. Enter in lines 3 and 5 if applicable, totals for participants in programs especially designed to meet the needs of LES persons which are not supported or assisted by State funds earmarked for this purpose.

*For definition of the target group, see "Limited-English-speaking (LES) persons" under Definitions.

Enter in line 6 totals of participants in programs funded by ESEA Title I and in line 7 by ESEA Title I Migrant which are specifically designed to meet the needs of limited-English-speaking students from non-English-dominant backgrounds. These totals may include some of the participants counted in lines 2 and 3 if Title I funds supplement State and local funds supporting special programs.

Section B - See above for "State-funded" and "locally-funded" and definitions, page 2. Lines 1 - 3 and 4 - 6, as well as 1 - 6 and 7 - 24, are mutually exclusive categories. See definitions for "full-time" and "part-time" programs on page 2. If, to your knowledge, any pupils are participating in part-time State-funded programs and in part-time locally funded programs at the same time, count them according to the subject areas in which they receive instruction and by funding source for each subject area.

Section C - See above for "State" and "local" funding. Individuals may be counted more than once if they receive instruction in more than one subject are or if the instruction they receive is funded by both State and local sources.

Section D - Individuals may be counted more than once if they receive instruction in more than one subject area. If more space is needed to describe the subject area or type of activity, use additional sheets of paper.

Section E - Individuals may be counted more than once in lines 1 - 7 if they receive training in more than one subject area. However, line (8) should be an unduplicated count of all teachers and other personnel receiving training in 1974-75.

Section F - In the first column enter the total number of salaried staff members (*full-time, part-time, and itinerant*) known to be working in programs designed to meet the needs of the LES persons from the language group for which you are providing data,

regardless of funding source. Count each staff member only once according to his/her major assignment. In the line for non-professionals, enter all salaried non-professional staff, including teacher aides, community liaisons, etc. In the second column, enter the numbers in each category who are known to be fluent in the home language of the LES persons. If data are unavailable for any category, or if you are providing data for LES persons for whom you do not have language background information, enter "NA".

DEFINITIONS

Limited-English-speaking *(LES)* persons - LES persons are persons who have difficulty speaking and understanding instruction in the English language because (1) they were born abroad or have a native language other than English or (2) they come from environments where a language other than English is dominant.

Bilingual education - Bilingual education is the use of two languages, one of which is English, for a program of instruction in the language arts skills and other academic skills in the English language and in the home language of the limited-English-speaking persons for whom the program is designed, given with appreciation for the cultural heritage associated with the home language.

English as a second language *(ESL)* - English as a second language is a subject area of instruction especially designed for persons of limited-English-speaking ability to enable them to improve their listening, speaking, reading and writing skills in English.

Full-time program - A full-time program is a program of instruction which occupies the entire instructional day. Limited-English-speaking students should be counted as participating in full-time programs if they attend the special program designed to meet their needs for the entire instructional day. An example would be students participating in an ESL program prior to being enrolled in the regular English-medium classes.

Part-time program - A part-time program is a program of instruction which occupies a part of the instructional day. Limited-English-speaking students should be counted as participating in part-time programs if they receive special instruction designed to meet their needs, such as the language arts of their home language or ESL, for a part of the day while attending regular English-medium classes with other students for the remainder of the day.

State-funded program to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds - a program supported by funds from the State especially earmarked to assist school districts to implement programs designed to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds. Such a program may require matching local funds.

Locally funded programs to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds - A program which has been especially designed to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds but which is funded by local and other resources available to a local school district including any for general instructional and other purposes which may come from the state.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. No. 51-S78060

STATE

SURVEY OF STATE EDUCATION AGENCIES ON LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH-DOMINANT BACKGROUNDS

(PART I)

SIZE OF POTENTIAL TARGET GROUP

1a. Do you have any information on the numbers of limited-English-speaking persons from non-English-dominant backgrounds in your State?

☐ Yes. *(Complete Section A, line 1, of Part II on a separate form for each language group [see Instructions], and provide a copy of the most recent summary of data on the numbers of limited-English-speaking persons from non-English-dominant background in as much detail as possible for your State, if available. If you have this information by school district, check here* ☐ *and provide the available data by school district.)*

☐ No. *(Skip to 2a.)*

1b. For how many language groups do you have information? Number of language groups

PROGRAMS TO MEET THE NEEDS OF LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH-DOMINANT BACKGROUNDS

2a. Has your State provided funds in 1974-75 specifically to assist school districts to implement programs designed to meet the needs of limited-English-speaking persons from non-English-dominant backgrounds?

☐ Yes. *(Complete Section A, line 2, and Section B and C, of Part II, as applicable. [see Instructions].)*

☐ No. *(Skip to 3a.)*

2b. How much money was provided in 1974-75 for this purpose? *(Do not include funds provided to the LEA's for general instructional or other purposes benefiting the total student population and do not include money for training of teachers and other educational personnel which should be entered in 3b).* Amount of money $

2c. Did any students from English-speaking backgrounds participate in programs for limited-English-speaking persons from non-English-dominant backgrounds in 1974-75?

☐ Yes. *(Complete Section A, line 4, and Section B, of Part II, as applicable. [see Instructions].)*

☐ No.
☐ Don't know.

3a. Has your State provided any funds to train teachers and other personnel to work with limited-English-speaking persons from non-English-dominant backgrounds in 1974-75?

☐ Yes. *(Complete Section E of Part II. [see Instructions].)*

☐ No. *(Skip to 4a.)*

3b. How much money was provided in 1974-75 for this purpose? Amount of money $

4a. Do you have any information on numbers of limited-English-speaking persons from non-English-dominant backgrounds participating in programs designed to meet their needs funded by the local districts in 1974-75?

☐ Yes. *(Complete Section A, line 3, and Sections B and C, of Part II, as applicable. [see Instructions].)*

☐ No. *(Skip to 5.)*

4b. Do you know how much money was provided by the school districts for this purpose in 1974-75?
☐ Yes. Amount of money $ _____
☐ No.

4c. Did any individuals from English-speaking backgrounds participate in these programs with limited-English-speaking-individuals in 1974-75?

☐ Yes. *(Complete Section A, line 5, and Section B, of Part II, as applicable. [see Instructions].)*

☐ No.

☐ Don't know.

5. Under what legislative authority are programs of instruction provided or could programs be provided in your State to meet the needs of limited-English-speaking persons? *(Mark all that apply).*

☐ State Bilingual Education legislation.

☐ Other legislation specifically authorizing programs for LES persons.

☐ General State Education legislation.

☐ Other. *(specify).*

6a. Do you have any information on numbers of limited-English-speaking children from non-English-dominant backgrounds participating in special programs to meet their needs funded under ESEA Title I in 1974-75? *(Do not include participants in programs funded under Title I, Migrant).*

☐ Yes. *(Complete Section D, lines 1-5, of Part II, as applicable.)*

☐ No. *(Skip to 7a.)*

6b. How much money was provided in 1974-75 from ESEA Title I, for special programs to meet the needs of limited-English-speaking children from non-English-dominant backgrounds? *(Do not include Title I, Migrant, money).* Amount of money $_____

7a. Do you have any information on numbers of limited-English-speaking children from non-English-dominant backgrounds participating in special programs to meet their needs funded under ESEA Title I, Migrant, in 1974-75?

☐ Yes. *(Complete Section D, lines 6-10, of Part II, as applicable.)*

☐ No. *(Skip to 8a.)*

7b. How much money was provided in 1974-75 from ESEA Title I, Migrant, for special programs to meet the needs of limited-English-speaking children from non-English-dominant backgrounds? Amount of money $_____

8a. Are evaluation data available for any of these programs to meet the needs of limited-English-speaking persons in your State?

☐ Yes, for the following programs: *(Mark all that apply).*

☐ For State-funded programs.

☐ For locally-funded programs.

☐ For programs funded by ESEA Title I and ESEA Title I Migrant

☐ No. *(Skip to 9.)*

8b. What kind of evaluation data are available? *(Mark all that apply).*

- ☐ Results of standarized tests.
- ☐ Results of criterion-referenced tests.
- ☐ Reports of State monitoring visits.
- ☐ Internal or external evaluator reports.
- ☐ Other. *(specify).*

PERSONNEL RESOURCES FOR PROGRAMS TO MEET THE NEEDS OF LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH-DOMINANT BACKGROUNDS

9a. Do you have estimates of personnel presently working in schools in programs to meet the needs of limited-English-speaking persons, regardless of funding source of program?

- ☐ Yes. *(Complete Section F, of Part II. [see Instructions].)*
- ☐ No. *(Skip to 10.)*

9b. What is the source of the data entered in Section F? *(Mark all that apply).*

- ☐ State-wide census of school districts.
- ☐ Estimate from Office of Civil Rights compliance report.
- ☐ Sample of school districts.
- ☐ Teacher certification and other personnel records.
- ☐ Other. *(specify).*

9c. For what year were the data entered in Section F gathered? 19_____

10. Do you have requirements for State certification or other criteria for personnel working in bilingual education or other programs designed to meet the needs of limited-English-speaking persons?

- ☐ Yes. *(Please forward copies of your requirements for certification or other criteria.)*
- ☐ No.

11. Has your State approved programs in institutions of higher education in the State to train or upgrade teachers and other personnel to work with limited-English-speaking persons?

- ☐ Yes. *(Please provide a list of such institutions and the criteria for the approval of programs.)*
- ☐ No.

12. How many staff members are assigned at the State level to work with programs for LES persons? *(Indicate numbers in full-time equivalents.)*

	NUMBER OF FTE	
Professionals		
Non-professionals		

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. No. 81-S75060

STATE

LANGUAGE

SURVEY OF STATE EDUCATION AGENCIES ON LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH-DOMINANT BACKGROUNDS

(PART II)

SECTION A. SIZE OF POTENTIAL TARGET GROUP AND PARTICIPATION IN SPECIAL PROGRAMS FOR LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH DOMINANT BACKGROUNDS

TARGET GROUPS	NUMBER OF PERSONS				
	AGE RANGE OR GRADE LEVEL				TOTAL
	3–4 YRS *(PreK)*	5–12 YRS *(K-6)*	13–18 YRS *(7-12)*	OVER 18 *(Adult)*	
1. Total Limited English-Speaking Persons with this Language Background in State					
2. LES Participants in State-Funded Programs *(Include Local Matching Programs)*					
3. LES Participants in Locally Funded Programs *(Do Not Include Participants Counted on Line 2)*					
4. Participants From English-Speaking Backgrounds in State-Funded Programs					
5. Participants From English-Speaking Backgrounds in Locally-Funded Programs *(Do Not Include Participants Counted on Line 4)*					
6. Participants in Programs Funded by ESEA Title I *(Excluding Migrant)*					
7. Participants in Programs Funded by ESEA Title I *(Migrant)*					

8a. What is the Source of the Data Entered in Section A, Line 1? *(Mark all that apply)*

- ☐ State-wide Census of School Districts
- ☐ Sample of School Districts
- ☐ Estimate Based on Office of Civil Rights Compliance Reports
- ☐ Estimate Based on Ethnic Survey
- ☐ Estimate Based on 1970 Decennial Census
- ☐ Parent Survey
- ☐ ESL or Language Dominance Testing
- ☐ Academic Achievement Testing
- ☐ Other *(Specify)* _____

8b. For What Year Were The Data Entered in Section A, Line 1 Gathered? 19__ – __

SECTION B. PARTICIPATION IN CLASSROOM PROGRAMS, PREKINDERGARTEN TO GRADE TWELVE, BY TYPE OF PROGRAM AND/OR SUBJECT AREA IN 1974-75

TYPE OF PROGRAM AND/OR SUBJECT AREA	NUMBER OF PARTICIPANTS			
	GRADE LEVEL			TOTAL
	PreK	K–6	7–12	
FULL-TIME STATE FUNDED PROGRAMS *(Count Pupils Only Once)* 1. LES Participants Receiving Instruction in the Language Arts and Other Subject Areas in English **And** in Their Home Language				
2. Participants From English-Speaking Backgrounds Receiving Instruction in the Language Arts and Other Subject Areas in English and the Home Language of LES Participants				
3. LES Participants Receiving Instruction Only in English as a Second Language *(ESL)*				
FULL-TIME LOCALLY FUNDED PROGRAMS *(Count Pupils Only Once. Do not Include Those Counted on Lines 1 - 3)* 4. LES Participants Receiving Instruction in the Language Arts and Other Subject Areas in English **And** in Their Home Language				
5. Participants From English-Speaking Backgrounds Receiving Instruction in the Language Arts and Other Subject Areas in English and in the Home Language of LES Participants				
6. LES Participants Receiving Instruction only in English as a Second Language *(ESL)*				

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SECTION B. PARTICIPATION IN CLASSROOM PROGRAMS, PREKINDERGARTEN TO GRADE TWELVE, BY TYPE OF PROGRAM AND/OR SUBJECT AREA IN 1974-75 *(Continued)*

TYPE OF PROGRAM AND/OR SUBJECT AREA	NUMBER OF PARTICIPANTS			
	GRADE LEVEL			TOTAL
	PreK	K–6	7–12	
PART-TIME STATE FUNDED PROGRAMS *(Pupils May Be Counted More than Once if they Receive Instruction in More than One Subject Area. Do not include pupils counted on Lines 1 – 6)*				
7. LES Participants Receiving Instruction in ESL				
8. LES Participants Receiving Instruction in the Language Arts of their Home Language				
9. Participants from English-Speaking Backgrounds Receiving Instruction in the Home Language of the LES Participants as a Second Language				
10. LES Participants Receiving Instruction in Prevocational or Vocational Subjects in their Home Language				
11. LES Participants Receiving Instruction in Other Subject Areas such as Science or Math in their Home Language				
12. Participants from English-Speaking Backgrounds Receiving Instruction in Other Subject Areas in the Home Language of LES Participants				
13. LES Participants Receiving Instruction in the History and Culture Associated with their Home Language				
14. Participants from English Speaking Backgrounds Receiving Instruction in the History and Culture of the Home Language of LES Participants				
15. Participants Receiving Other Instruction *(Specify)*				
PART-TIME LOCALLY FUNDED PROGRAMS *(Pupils May be Counted More than Once if they Receive Instruction in More Than One Subject Area. Do not include pupils counted on Lines 1 -6)*				
16. LES Participants Receiving Instruction in ESL				
17. LES Participants Receiving Instruction in the Language Arts of their Home Language				
18. Participants From English-Speaking Backgrounds Receiving Instruction in the Home Language of the LES Participants as a Second Language				
19. LES Participants Receiving Instruction in Prevocational or Vocational Subjects in their Home Language				
20. LES Participants Receiving Instruction in Other Subject Areas such as Science or Math in their Home Language				
21. Participants from English-Speaking Backgrounds Receiving Instruction in Other Subject Areas in the Home Language of LES Participants				
22. LES Participants Receiving Instruction in the History and Culture Associated with their Home Language				
23. Participants from English-Speaking Backgrounds Receiving Instruction in the History and Culture of the Home Language of LES Participants				
24. Participants Receiving Other Instruction *(Specify)*				

SECTION C. PARTICIPATION OF ADULTS OR PERSONS BEYOND TWELFTH GRADE IN PROGRAMS BY SUBJECT AREA IN 1974-75

SUBJECT AREA *(Individuals May Be Counted More Than Once If They Receive Instruction In More Than One Subject Area)*	NUMBER OF PARTICIPANTS	
	FUNDING SOURCE	
	STATE	LOCAL
1. LES Persons Receiving Instruction in ESL		
2. LES Persons Receiving Instruction in Adult Basic Education Subjects Through their Home Language		
3. LES Persons Receiving Instruction in Vocational Subjects Through their Home Language		
4. LES Persons Learning to Read their Home Language		
5. LES Persons Receiving Other Instruction *(Specify)*		

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SECTION D. PARTICIPATION IN PROGRAMS SPECIFICALLY TO MEET THE NEEDS OF LIMITED-ENGLISH-SPEAKING STUDENTS FUNDED BY ESEA TITLE I AND ESEA TITLE I MIGRANT IN 1974-75

SUBJECT AREA *(Individuals May Be Counted More Than Once If They Receive Instruction In More Than One Subject Area)*	NUMBER OF PARTICIPANTS — GRADE LEVEL K–6	NUMBER OF PARTICIPANTS — GRADE LEVEL 7–12
ESEA TITLE I *(Excluding ESEA Title I Migrant)*		
1. Participants Receiving Instruction in ESL		
2. Participants Receiving Instruction in the Language Arts of Their Home Language		
3. Participants Receiving Instruction in the History and Culture Associated With Their Home Language		
4. Participants Receiving Instruction in Other Subject Areas such as Science or Math in Their Home Language		
5. Other *(Specify)*		
ESEA TITLE I MIGRANT		
6. Participants Receiving Instruction in ESL		
7. Participants Receiving Instruction in the Language Arts of Their Home Language		
8. Participants Receiving Instruction in the History and Culture Associated with Their Home Language		
9. Participants Receiving Instruction in Other Subject Areas such as Science or Math in Their Home Language		
10. Other *(Specify)*		

SECTION E: TEACHERS AND OTHER PERSONNEL TRAINED TO WORK WITH LIMITED-ENGLISH-SPEAKING PERSONS IN STATE-FUNDED PROGRAMS IN 1974-75 BY SUBJECT AREA

SUBJECT AREA	NUMBER OF TRAINEES	SUBJECT AREA	NUMBER OF TRAINEES
1. Teaching the Language Arts of This Language		5. Methods of Guidance and Counseling for LES Persons	
2. Teaching Subject Areas Such as Science or Math in This Language		6. Language Courses in this Language for English-Speaking Personnel	
3. History and Culture Associated with This Language		7. Other *(Specify)*	
4. ESL Methods		8. TOTAL Number of Teachers and Other Personnel Receiving Training in 1974-75 in any of the Above Subject Areas *(Unduplicated Count - not necessarily the sum of Lines 1 – 7)*	

SECTION F. NUMBER OF SALARIED STAFF WORKING IN PROGRAMS DESIGNED TO MEET THE NEEDS OF LIMITED-ENGLISH-SPEAKING PERSONS IN 1974-75

SALARIED STAFF	TOTAL NUMBER WORKING IN PROGRAMS	NUMBER WHO ARE FLUENT IN THIS LANGUAGE
Administrators		
Teachers		
Other Professionals		
Non-professionals		

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APPENDIX II. Target-Group Definitions Contained in the State Bilingual Education Legislation

Alaska. Pupils of limited-English-speaking ability whose primary language is other than English.

Arizona. Pupils who have difficulty in writing, speaking, or understanding the English language because they are from an environment wherein another language is spoken primarily or exclusively.

California. Limited-English-speaking and non-English-speaking children. Limited-English-speaking children are children who speak a language other than English in their home environment and who are less capable of performing school work in English than in their primary language; non-English-speaking children are those who communicate only in their home langauges.

Colorado. Students with linguistically different skills, defined as students who are not able to take full advantage of present educational programs taught in English because of their language skills and who come from an environment of different customs and traditions which may include the influence of another language in their family, community, or peer group.

Connecticut. Pupils who, by reason of foreign birth, ancestry, or otherwise, experience difficulty in reading and understanding English.

Illinois. Limited-English-speaking children defined as (1) children who were not born in the United States whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English; and (2) children who were born in the United States of parents possessing no- or limited-English-speaking ability and who are incapable of performing ordinary classwork in English.

Indiana. Non-English-dominant children defined as children who have difficulty performing in classes conducted solely in English because they usually speak a language other than English or have such a language as their mother tongue or because such a language is most often spoken in their homes.

Maine. Children from non-English-speaking families.

Massachusetts. Children of limited-English-speaking ability defined as (1) children who were not born in the United States whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English; and (2) children who were born in the United States of non-English-speaking parents and who are incapable of performing ordinary classwork in English.

Michigan. Children of limited-English-speaking ability defined as children who have or reasonably may be expected to have difficulty performing ordinary classwork in English because their native tongue is a language other than English or because they come from a home environment where the primary language used is a language other than English.

New Jersey. Limited-English-speaking pupils defined as children whose primary language is other than English and who have difficulty performing ordinary classwork in English.

New Mexico. Culturally and linguistically different students defined as students who are of a different cultural background than the majority culture of the State and whose native tongue is a language other than the language of majority culture within the State.

New York. Pupils who, because of foreign birth, ancestry, or other reasons, experience difficulty in reading and understanding English.

Oregon. Pupils whose native language is other than English.

Pennsylvania. Non-English-dominant children.

Rhode Island. Children of limited-English-speaking ability defined as children whose native tongue is a language other than English and who have difficulty performing ordinary classwork in English.

Texas. Children of limited-English-speaking ability defined as children who have a native tongue other than English and who have difficulty performing ordinary classwork in English.

Wisconsin. Limited-English-speaking pupils defined as pupils whose ability to use the English language is limited because of the use of a non-English language in their families or in their daily, nonschool surroundings, and who have difficulty in performing ordinary classwork in English as a result of such limited-English-language ability.

Virgin Islands. Pupils who are unable to speak, understand, read, and/or write the English language well enough to carry on the normal class activities of the grade in which they are enrolled.

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